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ABSTRACT

These ten guidelines offer approaches for the development and implementation of multicultural materials. The approaches reflect the cooperative, shared roles of administrators, teachers, and parents in a school and community. Steps one and two involve identifying a core planning team and participants. Steps three and four identify strategies for developing structures of communication and for planning a communications brochure. Step five outlines a training program designed to increase the knowledge and skills of team members not previously involved in a school community program. The training design should address issues of specific interest to ethnic community members. The team recruiting process is outlined in step six. Step seven, developing the materials, includes assessing needs, stating the problem, identifying factors which impede or improve the situation, and creating and carrying out an action plan. Step eight investigates funding resources and step nine outlines definite steps in implementing the action plan. The final step is an evaluation of the project. These suggestions may be adapted for various projects involving the school community effort. (Author/KC)

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# Ten Steps For Shared Roles

# In Multicultural Curriculum

# Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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II

## FOREWORD

THE DEVELOPMENT OF PROGRAMS IN MULTICULTURAL EDUCATION REQUIRES THE COLLECTIVE EFFORT OF SCHOOL PERSONNEL AND COMMUNITY MEMBERS IN COLLABORATIVE ROLES. THESE GUIDELINES REFLECT THE SHARED ROLES OF ADMINISTRATORS, TEACHERS, AND PARENTS INVOLVED IN THE TITLE IX, ETHNIC HERITAGE STUDIES PROJECT, "COOPERATIVE ROLES FOR SCHOOL AND COMMUNITY IN MULTICULTURAL CURRICULUM DEVELOPMENT." BASED ON THE FINAL PRODUCT, "COLLABORATION: HANDBOOK FOR SCHOOL COMMUNITY DEVELOPMENT OF MULTICULTURAL EDUCATION," DEVELOPED BY DR. VESTA A.H. DANIEL, PROJECT COORDINATOR, THE GUIDELINES SERVE TO IDENTIFY KEY ELEMENTS IN A PROCESS FOR DEVELOPMENT AND IMPLEMENTATION OF MULTICULTURAL MATERIALS WITH COMMUNITY.

THIS POINT WAS REINFORCED BY THE ILLINOIS ADVISORY COUNCIL ON MULTICULTURAL EDUCATION'S STATEMENT ON MULTICULTURAL EDUCATION:

> A quality educational system with equal opportunity for all is predicated upon the recognition that an educated person is knowledgeable about and positively sensitive to the importance of cultural affiliation. The persistence of misunderstanding and conflict, prejudice and discrimination, demands that educators as well as students improve cultural understanding through the use of a wide variety of strategies and skills for problem solving and empathy.
>
> The dynamics of race, ethnicity, and language and other aspects of cultural attachments are essential components of identity formation. Regardless of the composition of the community, students should have educational opportunities to study and gain understandings of the diverse cultural groups which comprise our pluralistic society.

THE STATE BOARD OF EDUCATION, COMMITTED TO THE CONCEPT OF CULTURAL PLURALISM IN THE SCHOOLS OF ILLINOIS, ENCOURAGES UTILIZATION OF THESE GUIDELINES TOWARD THE ATTAINMENT OF QUALITY INTEGRATED EDUCATION, AND THE URBAN/ETHNIC SECTION OF THE ILLINOIS OFFICE OF EDUCATION WILL PROVIDE ASSISTANCE IN THE PLANNING AND IMPLEMENTATION OF PROGRAMS.

Joseph M. Cronin

JOSEPH M. CRONIN
STATE SUPERINTENDENT OF EDUCATION

## ACKNOWLEDGEMENT

A SPECIAL THANK YOU TO MR. CHESTER COMMODORE OF THE CHICAGO DAILY DEFENDER WHO GRACIOUSLY DONATED HIS TIME AND DEVELOPED THE ILLUSTRATIONS IN THIS PUBLICATION.

MR. COMMODORE, A PULITZER PRIZE NOMINEE, IS A NATIONALLY KNOWN EDITORIAL AND POLITICAL CARTOONIST.

WE ARE GRATEFUL TO MR. COMMODORE WHO WORKED WITH THE URBAN AND ETHNIC EDUCATION SECTION STAFF TO SATISFACTORILY ILLUSTRATE THE CONCEPTS OF COMMUNITY AND SCHOOL WORKING COOPERATIVELY.

## STEP 1. IDENTIFY A CORE PLANNING TEAM

Identify a core planning team of at least one administrator, one teacher, one parent, and one community person* who will be committed to serve as master planners and advisors throughout the planning and implementation process and to act as liaison to the various groups they represent.

Who is the school community? The school community represents all of those individuals and groups which, in one way or another, have an effect upon the education of the children in that community: administrators, teachers, school board members, parents, business and civic leaders, ethnic and racial community group leaders, etc.

In order to provide a firm foundation for any program, certain key people must be recognized and consulted for guidance and support; that is, the hierachy of persons who can cause positive action is fundamental to expediting most program stages.

*The community person can be a parent, but should represent a broader range of interests.

## STEP 2. IDENTIFY PARTICIPANTS

Identify active school and community organizations and individuals, such as the P.T.A., principal's council, district administrators (especially those personnel involved in curriculum development), human relations councils, ethnic leaders, mothers' clubs, various volunteer and service organizations, local college teachers, cultural organizations, and interested students and church groups. The search should include representatives of diverse ethnic/racial groups.

These individuals and groups can be indispensable in helping to identify program resources, encouraging community support for new projects, and disseminating information.

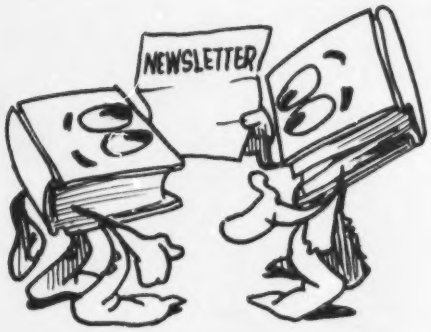
## STEP 3. DEVELOP STRUCTURES FOR CUMMUNICATION

Useful strategies include:

- Survey the school cummunity to verify the level of interest in introducing multi-cultural studies. This may be done formally through the use of written surveys and/or informally, employing verbal contacts.

- Identify two or three key people to act as liaisons between school personnel and community members.

- Request written commitment to the development and use of a cultural studies program from leaders or directors of groups to become involved, such as school principals, district superintendents, and council chairpersons. Such commitment helps to encourage program participants to meet their stated goals.




## STEP 4. DEVELOP COMMUNICATIONS BROCHURE

A communications brochure, flyer, or letter of information should be developed to facilitate information dissemination on the forthcoming program. The question is, what do you communicate about the program?

-During the preliminary discussions of the proposed program it should be clarified that the specific goals and objectives of the program will be negotiated by representatives of the collective school community group, based on their particular needs. However, general goals should be prepared in advance by the initiators of the program so that the parameters of the effort will be clear.

-The following are general goals that could be developed and communicated:

*Develop a training model for school community that would facilitate a cooperative relationship toward a multicultural program.

*Train teachers, administrators, ethnic leaders, and other persons in skills, techniques, and processes for relating or responding to factors of cultural pluralism and ethnic heritage.

*Develop in school personnel an appreciation of the local community as a base of cultural pluralism and a resource in ethnic heritage.

*Utilize ethnically valid, relevant, and descriptive curricular materials which present insights, historical information, and modern contributions of various ethnic groups.

*Build intergroup understanding between peoples of diverse backgrounds and group identities.

*Provide ongoing processes for coordination of resources, dissemination of information, evaluation of programs, and ethnic group participation.

Phase Two (Training)

1) Emphasis on the training of ethnic community and school personnel in strategies and techniques that will facilitate a better working relationship between the two components.

Phase Three (Materials Development)

1) This phase represents the actual development of a mutally designed program for multicultural education.

2) Teams organize around a mutual desire to pursue a specific project/activity in multucultural education.

The design necessitates the following content and skills for completion of the three phase training process:

-Perspectives for ethnic studies: definitions, constructs, history, social sciences, and educational concepts which form the framework for multicultural education.

-Multicultural curriculum materials.

-Development and use of curriculum materials.

-Multicultural classroom methods.

-Cultural communication factors.

-Behavioral implications of ethnic and cultural differences.

-Local community and population factors and interaction.

-Utilization of existing resources.

-Selection and use of ethnically valid instructional materials.

-Effecting change in school curriculum.

-Using the community as a learning environment.

-Using volunteers effectively in the school.

Overall philosophical considerations which will improve the product include:

-Interdisciplinary and teaming approach.

-Affective techniques.

-Materials integrated into existing curriculum.

Finally, the training program should serve in the identification of school community needs and desires and should provide for the development of concrete methods and steps for introducing, developing, implementing, following up and periodically evaluating a multicultural education program.

The following checklist will be an aid in directing teams toward a final product.

## STEP 5. DEVELOP A TRAINING DESIGN

The training program should be designed around teams of administrators, teachers, and parents. It should be designed so as to raise the comfort level and increase the knowledge of those not heretofore involved in a school community program, as well as to impart specific skills in team multicultural curriculum development.

The training design should address those issues of specific interest to ethnic community members:

1) The ability and skill of the ethnic community to relate their cultural "story" effectively, as well as to better understand the story of others.

2) Skills to assist the community in identifying and sharing their heritage and culture in a way that is applicable to the classroom.

3) Skills to assist ethnic community members in asserting influence upon the schools in areas affecting the ethnic community.

The training design should address issues of interest to teachers and administrators:

1) Techniques in skill building, both cognitive and affective, as well as understanding the interrelationships among the various racial and ethnic groups of the school community.

2) Curriculum designs, evaluation skills, practical strategies in the classroom, as well as effective utilization of community resources.

A three phase process for training is recommended.

Phase One (Introductory Session)

1) Definition and understanding of program goals and design.

2) Roles and expectations of ethnic community members and school personnel.

3) Clarification and understanding of what multiethnic education is.

CHFCKLIST FOR CURRICULAR MATERIALS DEVELOPMENT

Before decisions are made regarding multicultural curricular materials to be developed by school and/or community personnel, the following checklist should be addressed. Each question raises an issue which, if dealt with prior to the development of materials, can insure a product which will be useful, applicable to a wide group of teachers, and meet standards of validity.

Criteria for Determining Need

1. Which groups should be included: Student population? Oppressed minority groups? Southeastern European groups? Others?

2. Does the degree of omissions, distortions, exaggerations, stereotyping, imposed standards, patronizing and derogatory materials regarding certain cultural groups in the present material warrant a separate/additional treatment?

3. Are there problem/conflict situations in the school district which would warrant development of curricular materials addressing the groups in conflict?

. Is the content of the materials to be developed consistent with the design and sequence of the total curriculum?

. Is the interest in this curricular area limited to the developer or does it have broad interest?

Criteria for Determining Applicability

1. Are resources listed available to most people wishing to use the material, regardless of their geographic location?

2. Has consideration been given to the difficulty of the activities proposed and the conceptual theme(s) adopted in terms of the age and grade level of the students?

3. Have adequate planning steps allowed for time, space, equipment, and other materials necessary for implementation?

4. Has sufficient background information been provided in the unit so that implementation by others is possible?

5. Have adequate related bibliographies been included?

6. Are the language, references, etc., generic in nature so as to allow for broad usage, and not be limited to one locale or specific place?

7. Has the material been sufficiently developed so that it provides clearly delineated learning objectives, behavioral objectives (in measurable terms), and classroom activities?

8. Is the material logically developed in a clear, step-by-step process that can be understood by others intending to implement it?

9. Is the unit's length sufficient to cover the necessary components without being unwieldy in the implementation within the normal course of a classroom situation?

10. Is the unit written in such a way that teachers from different ethnic/cultural backgrounds (other than the group(s) treated in the unit) can effectively implement it and measure student learning outcomes?

Criteria for Review

1. Has the finished document been edited for typographical errors, grammar, sentence structure, consistency in format and overall structure?

2. Has the material been reviewed and evaluated for accuracy/validity by several members of the ethnic group(s) with which the unit deals?

It cannot be stressed strongly enough that a quality product necessitates time to provide for adequate development, critique, rewrite, field test, revision, and final printing of the materials.

Community resource people should be consulted in the development of the training program because of the vital resources they can bring to the training process. When working with community, greater ease of communication and productive outcomes will occur if the following points are addressed:

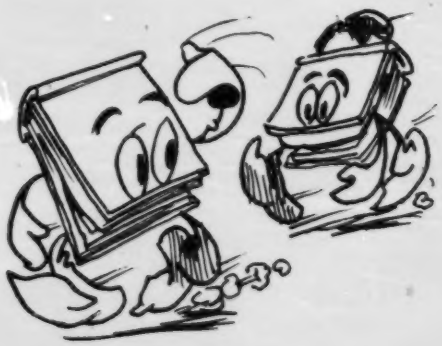
-Effective ways of eliciting community participation and support must be planned;

-Ways community members can gain the attention of school administrators for action must be identified;

-Confortable learning situation for community members: meeting on common ground, not always only at school;

-Assisting community in process of identification of community resources (people and places);

-Internal problems within teams which may inhibit progress toward multicultural education can be facilitated by the coordinator when properly monitored.



## STEP 6. RECRUIT TEAMS

In the recruitment process, the core planning group should take into consideration the following:

-Through the use of local media (newsletters, newspapers, radio and local TV stations) and public forums, the school community members can be informed of the upcoming

program and given time to consider participation. (See target groups listed on pp. 1-2 and make arrangements to be on their agenda for their next regularly scheduled meeting.)

-Recruitment activities such as dissemination and receipt of written information and telephone inquiries about the upcoming program should be restricted to the core planning group and/or located in one or two central locations to avoid confusion and ineffective communication.

In terms of school personnel, the highest level administrator's support should be sought first. Success of recruitment is often dependent upon:

1) The degree to which the district superintendent and assistant superintendents are committed to the program and are willing to recruit participants;
2) The extent to which the individual school principals personally participate and encourage teacher participation in the program; and
3) The quality of the relationship between community liaison persons and the various community groups contacted.

It is advisable that the core planning group hold a series of meetings to familarize potential participants with the scope and goals of the program and to provide them with any necessary forms to allow for participation in the program.

When providing information about the program, the following items should be included:

-Background on the funding agency(ies) responsible for the progress of the program, if applicable.

-Scope, goal(s) and benefits of the program.

-Testimony regarding the extent to which school administration and active school community groups are committed to the success of the program.

-Responsibilities/requirements of the program participants, local school district, and community organizations.

-Responsibilities/requirements of the sponsoring agency's staff, or the program facilitator(s), which could include:

*Design and facilitation of training sessions (staff/leaders' names if available).

*All necessary correspondence with the local school communities.

*Follow-up on participants' progress.

*Periodic reports to sponsoring agency(ies) and program constituents.

*Coordination of all program activities.

*Contribution to critique of training design.

*Development of communications system such as a "newsletter" which would go to all persons involved in the program and to others interested in its progress and activities.

*Assistance in identifying resources.

*Leading/assisting at workshops, meetings, etc.

*Publicity and public relations.

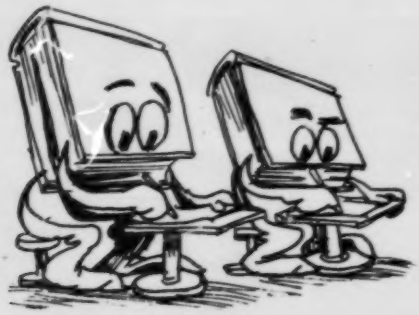
*Development and implementation of evaluative tool(s).

*Contractual and budgetary arrangements.

-Cost to the program participants.

-Components of the "training design" for school personnel and community members.

In addition to school resources, local university expertise, and state office of education services, community resource people need to be included as developers of training programs and should be called upon to offer their experience as trainers in their particular areas of expertise.



## STEP 7. DEVELOP THE MATERIALS

An "Action Plan" should be developed to identify the steps necessary for reaching a specific goal and to define the positive and negative factors acting on the accomplishment of that goal.

The plan should include the following variables, with the addition of possible others:

1) Needs assessment:

Identification of the problem(s) or target subject(s) such as:

-Development of a training program which will sensitize school personnel, students, and adult community members to the need for and advantages

of multicultural education.

-Development of a vehicle for including ethnic community resources in school curricula.

-Initiation or further development of a school community council responsible for training in human relations, periodic evaluation of multicultural curriculum content and listing of cultural resources available.

-Identification of the problem(s) should progress from the general (e.g., community dissatisfaction with cultural content in curricula) to the specific (e.g., actual development of curricular materials).

2) Information gathering:

-Use of case histories or incidents that exemplify the problem.

-Clarification/discussion of the issues related to the problem such as recent school desegregation and its ramifications.

3) Reformulating the problem into a workable statement, including:

-Proposals for action.

-Direction of desired change.

-Statement of goal(s) and objective(s) for change.

4) Identification and understanding of active forces in the situation:

-Factors which encourage improvement of the situation.

-Factors which act against improvement of the situation.

5) Identification of which factors can be constructively effected and by whom:

-Define action necessary for reducing restraining factors.

-Action steps for "exploiting" positive factors.

-Establish and assign tasks for bringing about progress.

6) For each action step list the materials, people and other resources available for implementing the action.

7) Finalizing action plan:

-Eliminate unnecessary steps.

-Prioritize tasks.

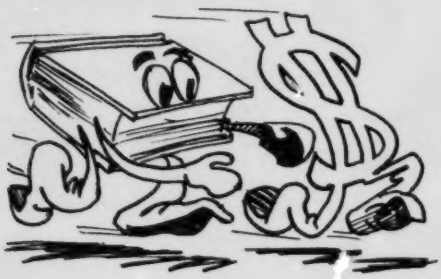
-Assign specific dates for task implementation.

8) Evaluation of action program:

-Develop and state a plan for evaluating procedures.

9) Carry out the action plans.

Be realistic in the establishment of tasks to be accomplished. It is better to embrace a limited set of realizable goals than to attack an unwieldy and ultimately unsolvable problem. In the development of an action plan, it is advisable to also establish a timeline to include (1) starting time for each task, (2) time needed to accomplish the task, and (3) an estimated date of completion; be sure timelines are realistic.



## STEP 8. INVESTIGATE FUNDING RESOURCES

It is possible to conduct a successful program using only the available school district, community, and state educational agency resources at no additional cost to the district or school.

In the early stages of the program, one should first identify and investigate already existing programs (e.g., P.T.A. meetings, school inservice days already on the school calendar, etc.) which will provide time and space for any proposed multicultural training activities.

Some funding might be necessary (and a wise expenditure at that), however, for the training workshops for school personnel, thus eliminating the need for further expenditures for future activities.

Financial assistance could be obtained through external organizations and programs, depending upon the scope of the proposed program. The following are possible resources:

1) Community resources:

-Informal education agencies such as libraries, museums, churches, YMCA and YWCA.

-Social service agencies.

-Mental health agencies.

2) Community ethnic group organizations.

3) Human relations councils.

4) Related school programs:

-School pairings, such as parochial-private, elementary-secondary, university-public schools, etc.

5) Businesses:

-Vocational programs.

-Agency personnel.

-Adult education resources.

-Research and development funds.

6) Community oriented college extension courses.

7) Civic resources:

-Police department.

-Fire department.

-Local governments (city, village, etc.).

8) Foundations.

9) Federal Title programs.

## STEP 9. IMPLEMENT YOUR ACTION PLAN

For effective implementation of the action plan, program roles and relationships should be clearly delineated.

1) Program Coordinator.

-Be a participant and/or leader of every phase of the program, including:

*fiscal matters.

*establishment of meeting times and agendae.

*facilitation of training sessions.

*selection of training materials.

-Arrange for additional corrective or "catch-up" sessions when needed.

-Encourage adherence to the program timeline by all staff.

-Assume responsibility for the contents of all communications.

-Be prepared to have one-to-one sessions with anyone needing assistance.

-Regularly analyze the quality of materials being generated by the program.

-Be sure that maintenance standards are being met for meeting areas, e.g., clean up before and after sessions, use and non-use of certain facilities, etc.

-Arrange for refreshments and/or meals during lengthy sessions.

-Assist in maintaining a productive relationship among staff and participants.

-Delegate responsibilities to other staff members and regularly check their performance.

2) District superintendent, assistant superintendent(s) and/or community leaders:

-Require and receive periodic written progress reports from program staff.

-Be contact person(s) for administrators of other districts and programs.

-Be a regulator of materials and facilities made available for program use.

-Provide suggestions for resource people.

-Make appearances at school community functions (e.g., P.T.A. meetings, human relations council meetings, government assemblies, etc.) for the purpose of endorsing and promoting the program.

3) Program resource persons.

-Attend preliminary planning sessions with the program staff from the sponsoring agency or group.

-Submit training materials to staff in advance of their use for perusal, duplication, adjustments, etc.

-Attend post-training sessions with the staff for the purpose of evaluating completed efforts and suggesting emphases for the future.

Other program participants should be selected and made responsible for:

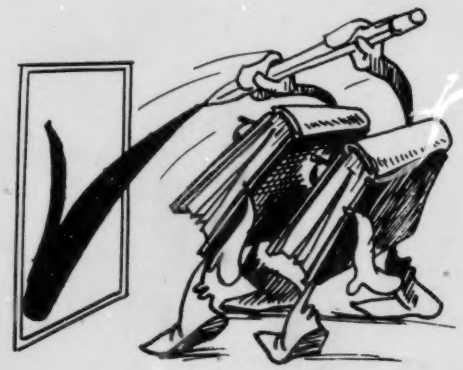
-Gathering "news" relevant to the program and formulating a newsletter for interested persons.

-Preparing contractual materials (e.g., contracting of resource people, meeting rooms, catering, transportation, etc.).

-Typing and duplication of all communications, training materials, reports, contracts, and other related items.

-Press releases and public relations.

The implementation process must include methods of periodically revising the program if necessary.



## STEP 10. EVALUATE THE PROJECT

Evaluation may be facilitated by the use of an external professional or a professional evaluator among the school district personnel, within the professional community, or on the staff of a nearby college or university. A thorough evaluation would include:

-The extent to which goals and objectives were met.

-The change in attitude of school community participants regarding the value of multicultural education before and after involvement in the project.

-The degree to which the community is viewed as a resource for curriculum development or other related activities by school personnel and community members.

-The quality of the process used to develop the multicultural program, such as:

*Expertise and sensitivity of program trainers and staff.

*Effectiveness of interaction among school personnel and community members.

*Quality of training program.

-The desire to extend the program beyond its original goals.

It is recommended that the evaluative process occur at various points throughout the program's growth. In this way, weak areas can be strengthened in the process (where possible) rather than allowing them to persist.

## CONCLUSION

The success of a school cummunity cooperative approach toward multicultural education is dependent upon the recognition of skills and resources held by both groups, the further development of these skills in a shared training experience, and the desire of both to work as a collective action group toward the furtherance of multicultural education from various perspectives.

Suggestions provided herein can be adapted and applied by various audiences, depending upon their needs.